



RELEASED ITEMS

**ENGLISH LANGUAGE ARTS
GRADE 3**

Fall 2007

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Reference List:

“Don’t Bother Me”: Copyright © 2005 by Highlights for Children, Inc., Columbus, Ohio.

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PART 1

1A: WRITING FROM KNOWLEDGE AND EXPERIENCE

DIRECTIONS:

You will be given a theme and a number of ways to write about it. You may use examples from real life, from what you read or watch, or from your imagination.

Your audience will be interested adults.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

Use this checklist to help you with your response. Your response must be written with a No. 2 pencil on the lines on pages 3 and 4. Only the writing on the two lined pages will be scored. No additional sheets may be used.

CHECKLIST:

_____ Do I have a clear central idea that connects to the theme?

_____ Do I stay focused on the theme?

_____ Do I support my central idea with important details/examples?

_____ Do I need to take out details/examples that DO NOT support my central idea?

_____ Do I use a variety of words, phrases, and/or sentences?

_____ Have I spelled, punctuated, and capitalized my writing to help readers understand it?

Silently read the prompt on the next page.

WRITING FROM KNOWLEDGE AND EXPERIENCE

1 WRITE ABOUT THE THEME: COOPERATING WITH OTHERS

It is important for people to work together and cooperate with others. It could be at school, at home, or in the community.

Do **ONLY ONE** of the following:

write about a time you cooperated with others

OR

describe a time when someone you knew cooperated with others

OR

write about the theme in your own way.

[illegible]

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1B: STUDENT WRITING SAMPLES

DIRECTIONS:

You will read two student writing samples and answer some questions. You may look back at the student writing samples as often as needed. You will be reading everything in Part 1B silently.

You may underline, highlight, or write notes in this booklet. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

REVISING AND EDITING THE STUDENT WRITING SAMPLES

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample #1

Item not released.

Questions 2 – 8 not released. Descriptors provided for stem and foils.

2 W.PS.02.01

Use descriptive language to show feelings

- A Correct answer
- B Lacks descriptive language
- C Lacks descriptive language

3 W.PR.02.06

Revise by deleting repeated idea

- A Idea appears only once in selection
- B Idea appears only once in selection
- C Correct answer

4 W.GR.02.01

Edit punctuation; commas in a series

- A Correct answer
- B Incorrect placement of commas; incorrect verb tense
- C Incorrect placement of commas; misspelled word

- 5 W.GR.02.01
Edit capitalization; begin sentence with capital letter
- A Sentence begins with lower case letter; incorrect verb tense
 - B Correct answer
 - C Sentence begins with lower case letter; misspelled word
- 6 W.SP.02.01
Edit spelling of frequently encountered words
- A Target word misspelled; incorrect verb tense
 - B Target word misspelled; compound word written as two words
 - C Correct answer
- 7 W. GR.02.01
Edit correct verb tense
- A Incorrect verb tense; misspelled word
 - B Correct answer
 - C Incorrect verb tense; misspelled word
- 8 W.GN.02.01
Identify genre; personal narrative
- A Nursery rhyme
 - B Poetry
 - C Correct answer

DIRECTIONS: Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

Student Writing Sample #2

Mrs. Smith is very special person to me. She is very special to me, if she was not a teacher, I would not be in this classroom. Mrs. Smith teaches me things I don't know.

When I am stuck on something, shell help me. she is a super teacher. If I get a cut and it is just a little cut like a paper cut, she will put a bandage on it. That makes me feel better. If she didnt do that, all kinds of bacteria would get in it.

When, we get done doing a lot of work Mrs. Smith sometimes reads to us. She reads very loud and clear. She also reads very good books. She puts Brain Stretchers up on the boord for me to think about.

Sometimes they are kind of hard. but sometimes they are kind of easy. Everyday she takes us out to recess. But, if it is raining, we play inside. we like it when she takes us out to recess. She gives me work. I also like to do the work she gives me. She is allmost like another mom to me. She takes her time and does things with us. She does lots of activities with us. Like she takes us on trips. When I have problems she listened to me. She is a great person. I hope she stays that way.

Questions 9–12

9 Read the sentence below.

She puts Brain Stretchers up on the boord for me to think about.

Which sentence has been fixed or edited correctly?

- Ⓐ She puts Brain Stretchers up on the boord four me to think about.
- Ⓑ She puts Brain Stretchers up on the board for me to think about.
- Ⓒ She puts Brain Stretchers up on the boord for me to think abowt.

10 Read the sentence below.

When I am stuck on something, shell help me.

Which sentence has been fixed or edited correctly?

- Ⓐ When I am stuck on something, she'll help me.
- Ⓑ When I am stuck on some thing, shell help me.
- Ⓒ When I'm stuck on something, shell help me.

11 Read the sentence below.

But, if it is raining, we play inside.

Which sentence has been fixed or edited correctly?

- Ⓐ But, if it is rain, we play inside.
- Ⓑ But, if it is rained, we play inside.
- Ⓒ But, if it is raining, we play inside.

PEER RESPONSE TO STUDENT WRITING SAMPLE #2

DIRECTIONS:

Write a response to the question in the box on the next page. You may look back at Student Writing Sample #2 as often as needed.

Use this checklist to help you with your response. Your response must be written on the lines on the next page. No extra sheets may be used.

CHECKLIST:

_____ Do I clearly answer the question that was asked?

_____ Do I support my answer with details from the student writing sample?

_____ Is my response complete?

WRITE YOUR RESPONSE TO THE FOLLOWING QUESTION ON THE LINES BELOW.

12 How does the writer explain that Mrs. Smith is a special person?

Use examples and details from Student Writing Sample #2 on page 9 to support your answer.

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PART 2

2A: PAIRED READING SELECTIONS

DIRECTIONS:

You will read two selections and answer some questions. You may look back at these two selections as often as needed during Part 2.

You may underline, highlight, or write notes in your test booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for any part of this test.

DIRECTIONS: Read the selection. Choose the *best* answer for each question.
You may look back at the selection as often as needed.

Questions 13 – 20 not released. Descriptors provided for stem and foils.

- 13 R.NT.02.02
Identify element of realistic fiction
- A Correct answer
 - B Element of poetry
 - C Unrealistic setting
- 14 R.NT.02.03
Explain character's action
- A Explains character's feelings
 - B Explains character's feelings
 - C Correct answer
- 15 R.NT.02.05
Find evidence to show understanding of character's feelings
- A Identify unknown words
 - B Correct answer
 - C Reading strategy

- 16 R.CM.02.02
Identify main idea
- A Correct answer
 - B Detail from story
 - C Detail from story
- 17 R.NT.02.04
Select title
- A Title is incorrect idea
 - B Correct answer
 - C Title focuses on detail
- 18 R. NT.02.03
Explain character's motivation
- A Correct answer
 - B Incorrect feeling
 - C Incorrect feeling
- 19 R.NT.02.03
Explain character's action
- A Correct answer
 - B Incorrect feeling
 - C Incorrect feeling

- 20 R.NT.02.03
Identify character's feelings
- A Identifies event
 - B Identifies event
 - C Correct answer

DIRECTIONS: Read the selection. Choose the *best* answer for each question.
You may look back at the selection as often as needed.

Questions 21 – 28 not released. Descriptors provided for stem and foils.

- 21 R.WS.02.11
Use context to determine word meaning
- A Incorrect meaning
 - B Correct answer
 - C Incorrect meaning
- 22 R.NT.02.03
Identify solution by drawing conclusion
- A Correct answer
 - B Incorrect information
 - C Incorrect information
- 23 R.NT.02.04
Use illustrations
- A Correct answer
 - B Incorrect literary device
 - C Reading strategy

- 24 R.CM.02.02
Identify main idea
- A Detail
 - B Correct answer
 - C Detail
- 25 R.NT.02.03
Identify lesson
- A Correct answer
 - B Incorrect information
 - C Incorrect lesson
- 26 R.WS.02.11
Use context to determine word meaning
- A Correct answer
 - B Incorrect meaning
 - C Incorrect meaning
- 27 R.NT.02.03
Identify sequence of events
- A Incorrect information
 - B Correct answer
 - C Incorrect sequence

28 R.NT.02.03
Explain character's actions

- A Incorrect feeling
- B Incorrect event
- C Correct answer

CROSS-TEXT QUESTIONS

DIRECTIONS: Read the selection. Choose the *best* answer for each question. You may look back at the selection as often as needed.

Questions 29 – 33 not released. Descriptors provided for stem and foils.

- 29 R.CM.02.03
Compare, by predicting actions, characters across texts
- A Incorrect prediction
 - B Incorrect prediction
 - C Correct answer
- 30 R.CM.02.03
Compare how characters are alike across texts
- A Character trait for one character, not both
 - B Correct answer
 - C Character trait for one character, not both
- 31 R.CM.02.03
Compare how characters are alike across texts
- A Incorrect character trait
 - B Correct answer
 - C Incorrect action

32 R.CM.02.03
Compare how characters are alike across texts

- A Action for one character, not both
- B Feeling for one character, not both
- C Correct answer

33 R.CM.02.03
Contrast differences across texts

- A Correct answer
- B Event in one selection, not both
- C Incorrect information

2B: RESPONSE TO THE PAIRED READING SELECTIONS

Item 34 was not scored for Fall 2007

PART 3

INDEPENDENT READING SELECTION

DIRECTIONS:

In Part 3, you will read a selection and answer the questions that follow. You may look back at the selection as often as needed in Part 3.

You may underline, highlight, or write notes in this booklet to help you. Mark your answer in this booklet by completely filling in the bubble next to the correct answer. Use only a No. 2 pencil to mark your answer. If you erase an answer, be sure to erase it completely. Be careful not to mark in any of the bubbles next to the letters A, B, or C, except for the one that goes with your answer. You may not use any other paper.

You may not use any resource materials (dictionaries, grammar books, spelling books, etc.) for this test.

DIRECTIONS: Read the selection "Don't Bother Me!" Choose the *best* answer for each question. You may look back at the selection as often as needed.

"Don't Bother Me!"
Questions 35–42

35 This selection is *mainly* about

- Ⓐ frogs being harmful.
- Ⓑ frogs defending themselves.
- Ⓒ frogs playing tricks on people.

36 Look at the chart below.

Animal	Defense
South American bullfrog	is slimy
Darwin's frog	
Rococo toad	puffs up
Horned tree frog	bites
Redbelly toad	is poisonous

Which of the following *best* completes the chart?

- Ⓐ runs away
- Ⓑ changes color
- Ⓒ plays dead

37 The author *most likely* chose the title "Don't Bother Me!" to show that frogs don't like being

- Ⓐ disturbed in the rain forest.
- Ⓑ seen in the swamp by themselves.
- Ⓒ trapped by biology students.

38 If you see a toad with a brightly colored underside you should

- Ⓐ take a picture.
- Ⓑ leave it alone.
- Ⓒ give it food.

39 The author *most likely* included a map in the selection because she wanted

- Ⓐ to show the different places she visited.
- Ⓑ to make the passage look interesting.
- Ⓒ to show how well she could draw a map.

40 When a toad puffs up to twice its size, it wants other animals to believe that it

- Ⓐ makes a lot of noise.
- Ⓑ is very sticky.
- Ⓒ is too big to eat.

- 41 The best place to find a different word for predator would be to look
- Ⓐ on a map.
 - Ⓑ in a dictionary.
 - Ⓒ in a magazine.
- 42 Where would you find more information on how frogs and toads protect themselves?
- Ⓐ in a book about nature
 - Ⓑ in a book of maps
 - Ⓒ in a book about safety

Scoring Key: Part 1A: Writing from Knowledge and Experience and Part 1B: Student Writing Samples

Item Number	Correct Answer	GLCE	Description
1	CR	W.PR.02.01	Consider audience and purpose for writing
2	A	W.PS.02.01	ID/develop personal style in writing
3	C	W.PR.02.06	ID needed reorg./additions/deletions/transitions
4	A	W.GR.02.01	ID/use correct grammar in complete sentences
5	B	W.GR.02.01	ID/use correct grammar in complete sentences
6	C	W.SP.02.01	Spell correctly freq./less freq. encountered words
7	B	W.GR.02.01	ID/use correct grammar in complete sentences
8	C	W.GN.02.01	ID/produce narrative genre/characteristics
9	B	W.SP.02.01	Spell correctly freq./less freq. encountered words
10	A	W.GR.02.01	ID/use correct grammar in complete sentences
11	C	W.SP.02.01	Spell correctly freq./less freq. encountered words
12	CR	W.GN.02.03	ID/produce informational genre/characteristics

Scoring Key: Parts 2A and 2B: Paired Reading Selections

Item Number	Correct Answer	GLCE	Description
13	A	R.NT.02.02	ID/describe variety of narrative/fiction genre
14	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
15	B	R.NT.02.05	Finding evidence/showing understanding in narr. text
16	A	R.CM.02.02	Retell main idea(s), relevant details of text
17	B	R.NT.02.04	ID/explain how authors/illust. use literary devices
18	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
19	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
20	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
21	B	R.WS.02.11	Determine meaning of words and phrases in context
22	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
23	A	R.NT.02.04	ID/explain how authors/illust. use literary devices
24	B	R.CM.02.02	Retell main idea(s), relevant details of text
25	A	R.NT.02.03	ID/describe characters/setting/problem/sequence
26	A	R.WS.02.11	Determine meaning of words and phrases in context
27	B	R.NT.02.03	ID/describe characters/setting/problem/sequence
28	C	R.NT.02.03	ID/describe characters/setting/problem/sequence
29	C	R.CM.02.03	Compare/contrast relationships within/across texts
30	B	R.CM.02.03	Compare/contrast relationships within/across texts
31	B	R.CM.02.03	Compare/contrast relationships within/across texts
32	C	R.CM.02.03	Compare/contrast relationships within/across texts
33	A	R.CM.02.03	Compare/contrast relationships within/across texts
34	CR		Not Scored for Fall 2007

Scoring Key: Part 3: Independent Reading Selection

Item Number	Correct Answer	GLCE	Description
35	B	R.CM.02.02	Retell main idea(s), relevant details of text
36	C	R.CM.02.02	Retell main idea(s), relevant details of text
37	A	R.IT.02.03	Explain how authors/illustrators use text features
38	B	R.CM.02.03	Compare/contrast relationships within/across texts
39	A	R.IT.02.03	Explain how authors/illustrators use text features
40	C	R.CM.02.02	Retell main idea(s), relevant details of text
41	B	R.WS.02.11	Determine meaning of words and phrases in context
42	A	R.IT.02.01	ID/describe a variety of informational genre